

Creating Culturally Responsive Spaces of Teaching and Learning

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Cultural Responsiveness and our HSI Designation

The University of Arizona has a unique opportunity to integrate “servingsness” into curriculum and pedagogy.

- Hispanic and Latinx-enhancing organizations enact a “social justice curriculum and culturally relevant programs, services, and practices” (Garcia, 2019, p. 116).
- Providing curricula grounded in justice and equity are an integral step at reframing practices at HSIs (Garcia, 2019).

A Humanizing Evolution to Curriculum & Pedagogy

Culturally Relevant

- Validation; integrating prior knowledge of students into curriculum

(Ladson-Billings, 1995; Lee, 2017; Moll, Amanti, Neff, & Gonzalez, 1992)

Culturally Responsive

- Incorporates attributes of & knowledge from students' cultural backgrounds into content to improve their academic achievement.
- Sociopolitical & Critical Consciousness

(Howard, 2012; Ladson-Billings, 1995)

Culturally Sustaining

- Focus on sustaining linguistic, literate, & cultural pluralism, sustain culturally inherited ways of navigating the world to move towards social transformation and liberation.

(Alim & Paris, 2017; Lee, 2017; Paris & Alim, 2014)

Recognizing People & Leveraging Positionalities

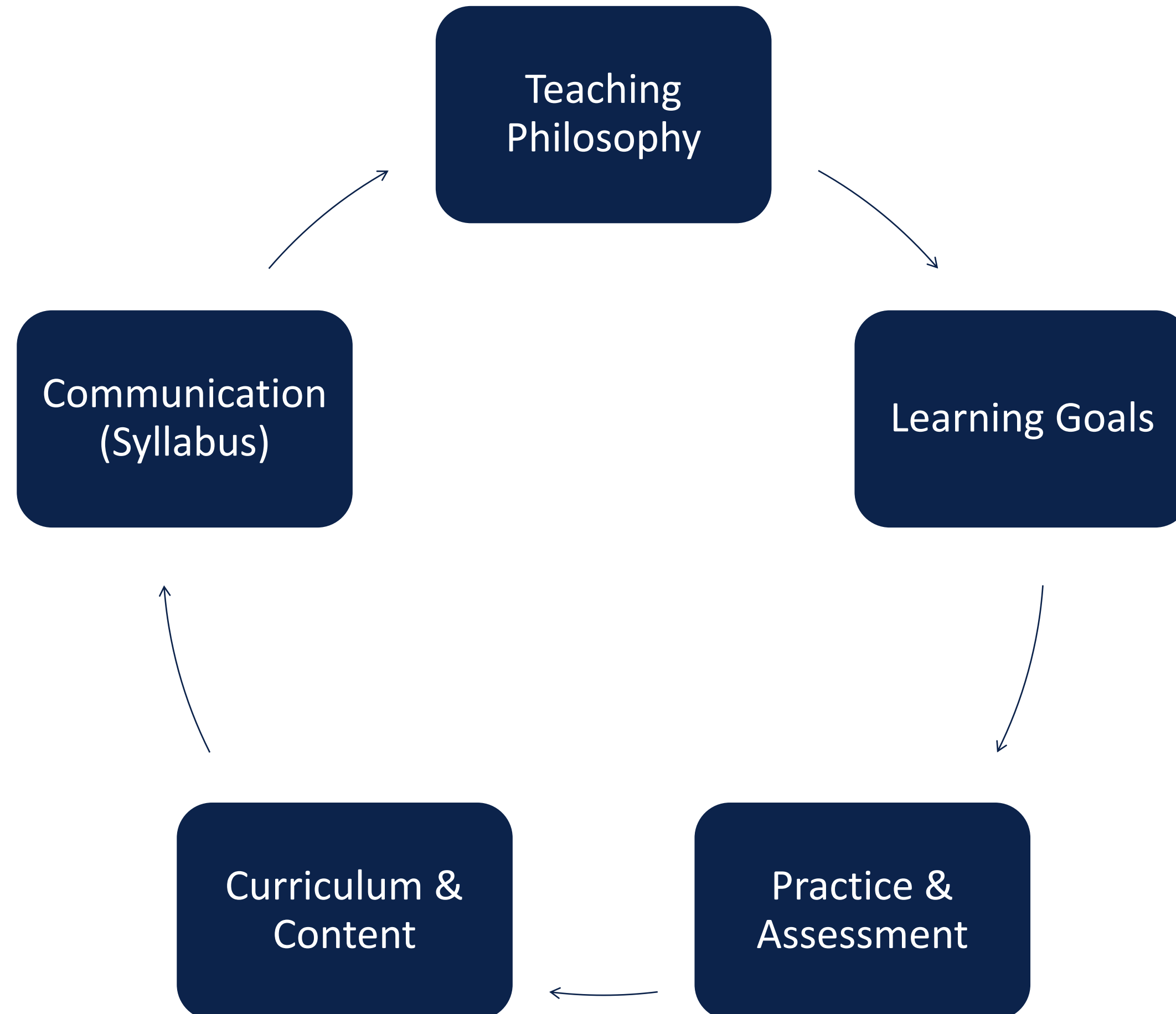
Introspection: Learn about Yourself

- ❑ What are your personal and social identities?
- ❑ What is your story as learner and scholar in your discipline?
- ❑ How did you come to this place, and what do you know about its people?
- ❑ How do you relate to the UA's designations (land grants, HSI, etc.), values, and Strategic Plan?

"Inter-spection:" Learn about Your Students

- ❑ Information about your students: ask your Program Coordinator about student data from UAnalytics in your course(s)
- ❑ Students' identities and assets: activities that make students aware of their unique strengths and allows them to share
- ❑ How do you relate to various identities (personal experience, bias)?

Where will we focus our attention?



Pedagogy & Teaching Philosophy

What informs your teaching philosophy? And how do you enact your pedagogical approach?

- ❑ How do your cultural histories, knowledges, and lived experiences inform how you are navigating academic spaces?
- ❑ What kind of support structures would honor your cultural histories, knowledges, and lived experiences? Those of your students?
- ❑ What do my teaching practices say about my assumptions, values, and beliefs about teaching? What constrains my view of what is possible in teaching? (adapted from Osei-Kofi, et al., 2004, p. 61)
- ❑ Within my teaching and learning spaces, who is engaged and what are the forms of engagement? (adapted from Rendón, 2009)
- ❑ What is one shift I can make in my teaching that creates a space of co-learning, co-creating, deconstructing, and reconstructing learning?

Holistic Learning Goals

REVISED AND UPDATED

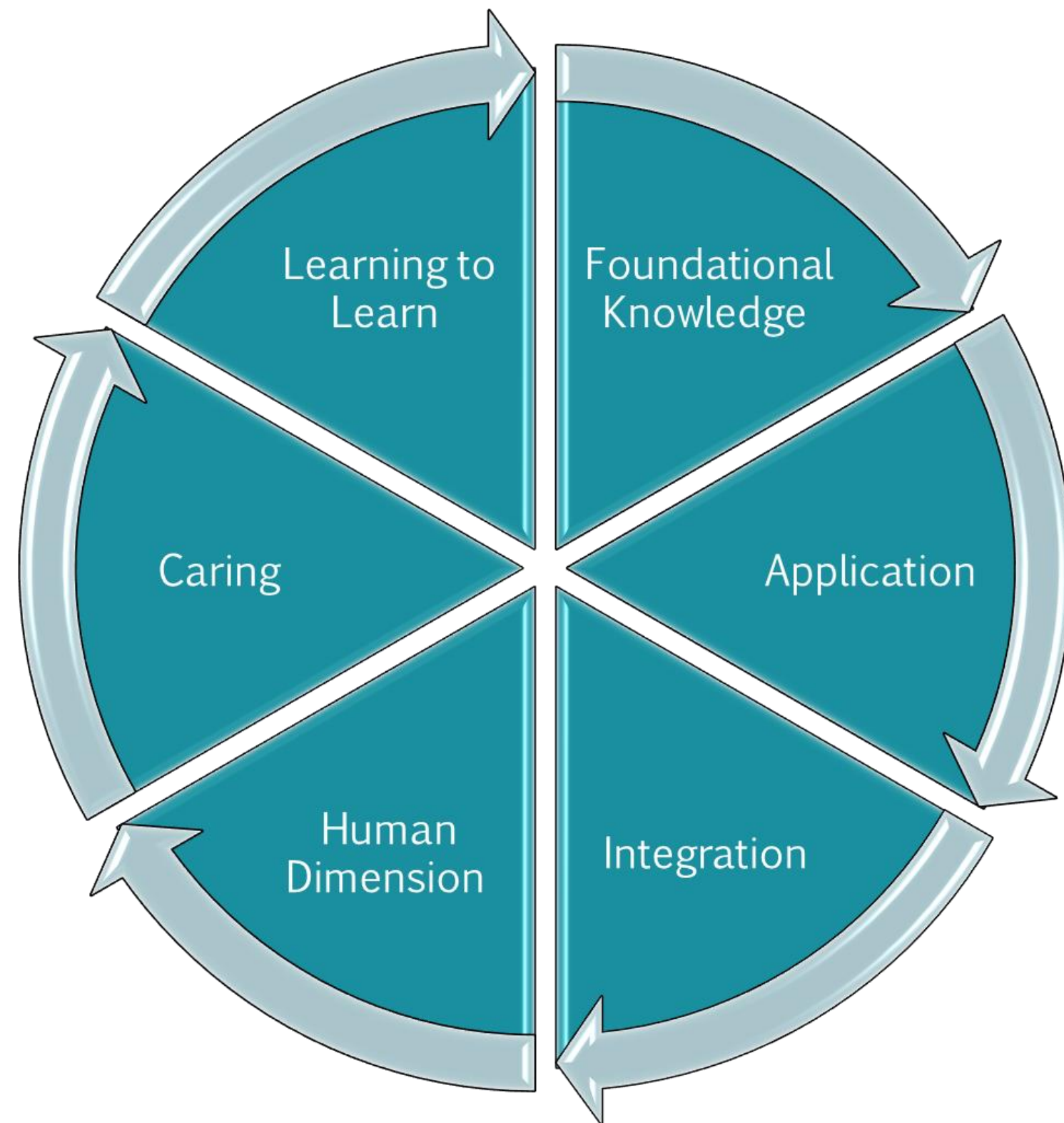
CREATING SIGNIFICANT
LEARNING EXPERIENCES

An Integrated Approach to
Designing College Courses

L. DEE FINK

JOSSEY-BASS
A Wiley Brand

Dee Fink's Taxonomy of Significant Learning



□ Human Dimension:

- What should students learn about themselves, about others, and about interacting with others?
- What should they learn about relationships, responsibility, leadership, cultural competency, teamwork, citizenship, and/or ethics?

□ Caring:

- Should students care about something to a greater degree or in a different way than before?
- Should they care about learning?
- Should they develop a sense of commitment?

Practice & Assessment

- Do you provide rationales (relevance, alignment to learning goals, evaluation criteria) and resources for assessments so that any student, no matter their “preparedness,” can equitably navigate requirements?
- Have you considered non-content based, inclusive assessments?
- Do assessment methods and tools reflect diversity in learners and learning preferences?
- Do you offer multiple modes and modalities of demonstrating learning, e.g., via options for format or genre? (Universal Design)
- Can students work independently and interdependently (in teams)?
- Do students have the opportunity to assess themselves?
- Does assessment occur before, during, and after learning?
- Are there early, frequent, low-stakes opportunities?
- Are there opportunities to use formative feedback to improve performance?
- Will students produce a blend of quantitative and qualitative data about their learning?
- What are the qualities of the grading system you use?
- How do you handle bias when assessing?
- Do you disaggregate assessment data by student identities to examine equitable learning in your course?

Content & Curriculum

- ❑ Do you include authors reflective of diverse gender, racial, and ethnic identities?
- ❑ Do you guide your students in actively exploring authors' positionalities and schools of thought?
- ❑ Do your readings reflect the demographics of your students, their communities, and the region?
- ❑ Whose voices and images are represented, and what would it take to include missing voices or images?
- ❑ Could a class glossary help build a baseline knowledge and compendium to the curriculum? How might you co-construct the class glossary with students?
- ❑ Have you considered critical pre-reading questions to engage reflection (Iturbe-LaGrave, 2021)? Questions can focus on (Brookfield & Preskill, 2005):
 - *Epistemological
 - *Experiential
 - *Communicative
 - *Political

Syllabus & Communication

- ❑ What do you want your syllabus to accomplish? What's your goal when writing it?
- ❑ Do you create space for community learning agreements?
- ❑ Is the language on your syllabus inclusive and free of jargon?
- ❑ Is the tone positive, respectful, inviting, and motivating?
- ❑ Does the syllabus demystify and uncover academic/disciplinary values, conventions, and norms?
- ❑ Does the syllabus communicate the relevance of learning to students' lives and career?
- ❑ Does your syllabus have an inclusivity statement?
- ❑ Does the syllabus validate students' identities, knowledges, and agendas?
- ❑ Do content and tone promote a learning relationship (partnership)?



A Few Favorites: Frameworks & Resources

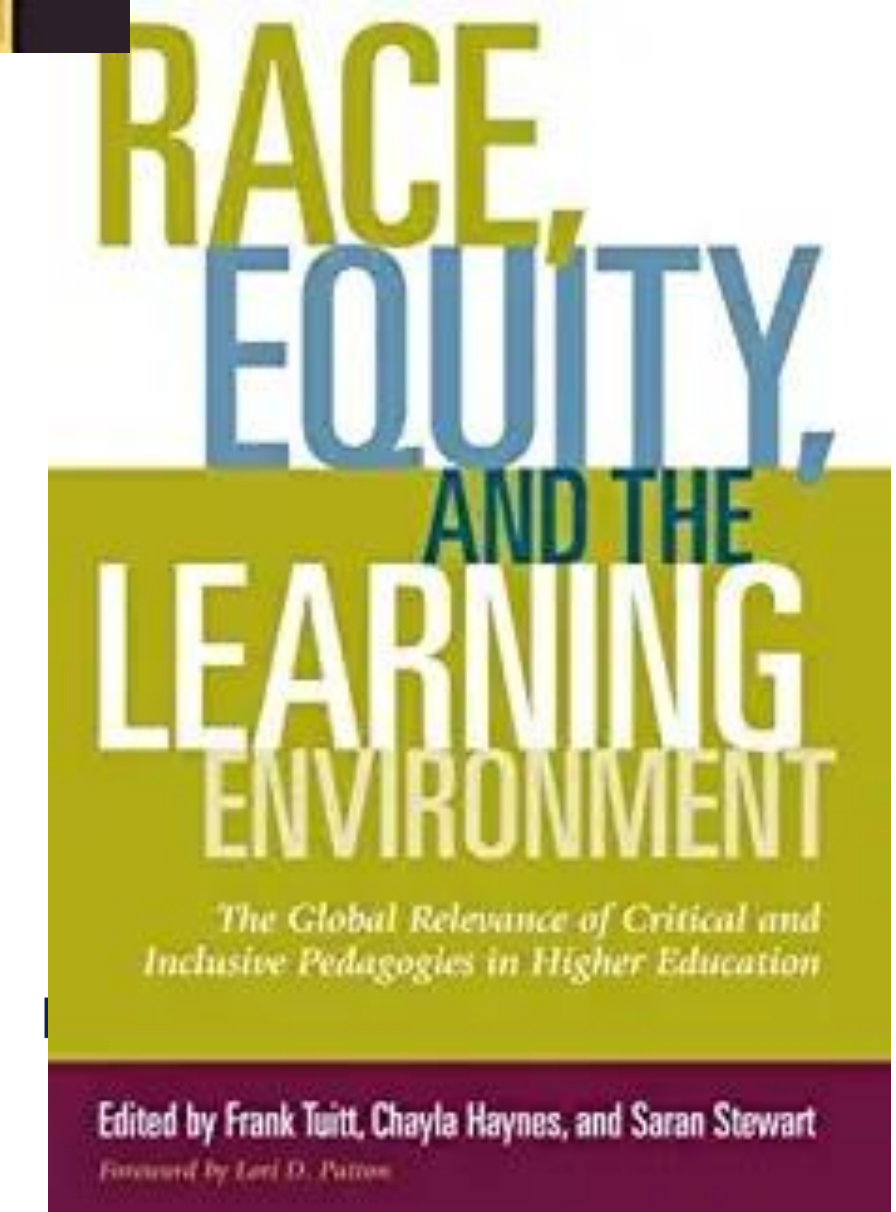
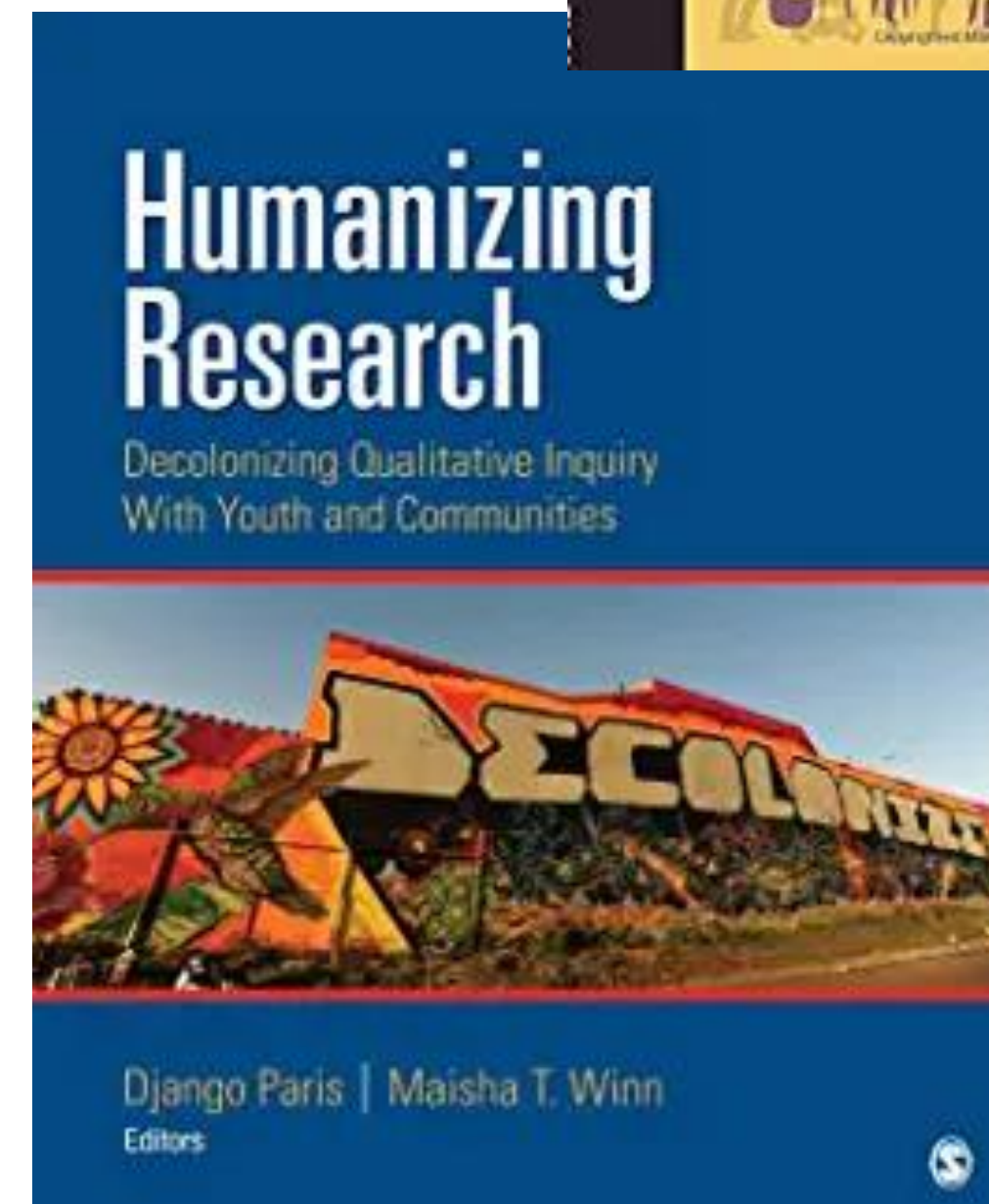
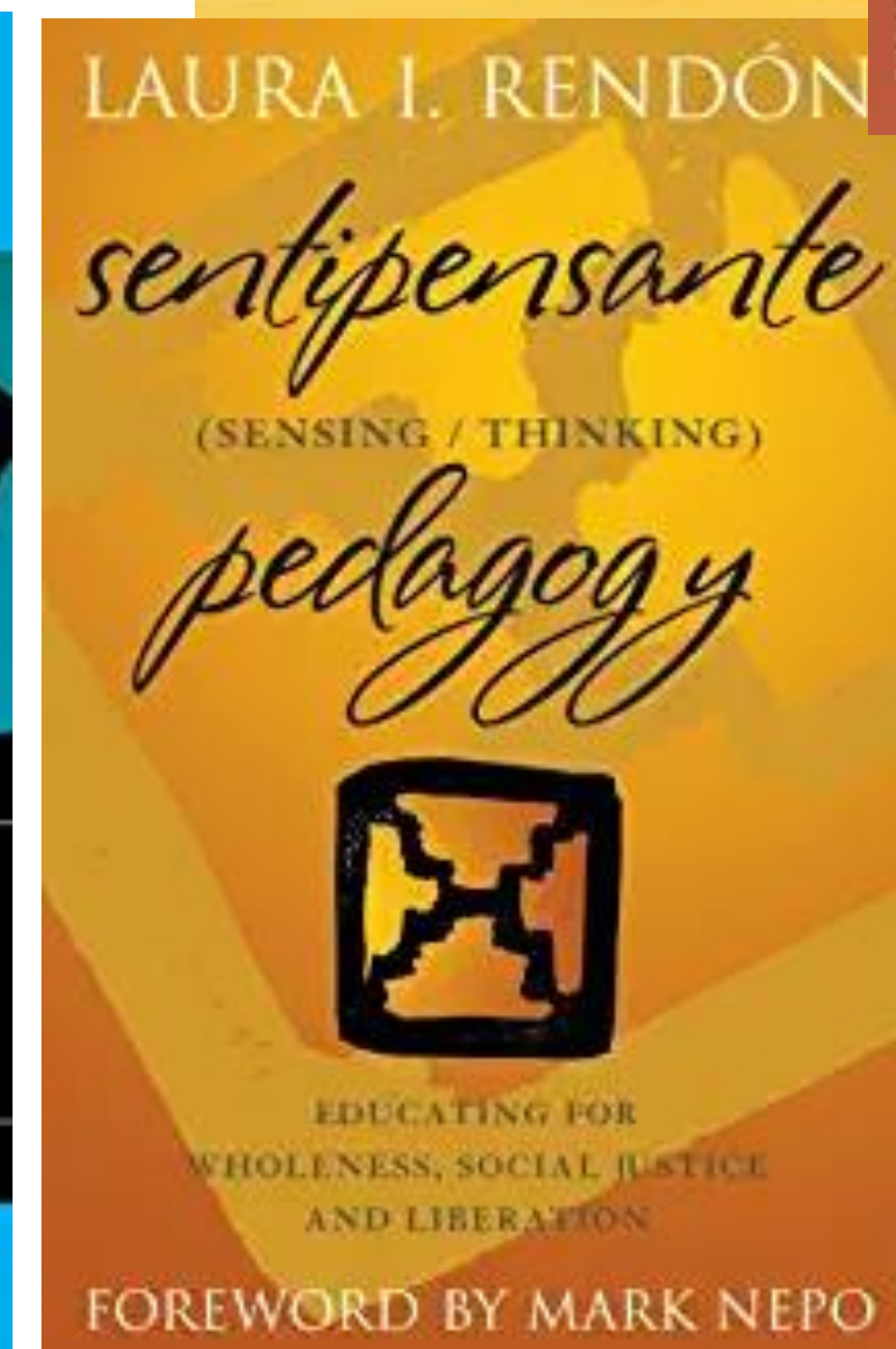
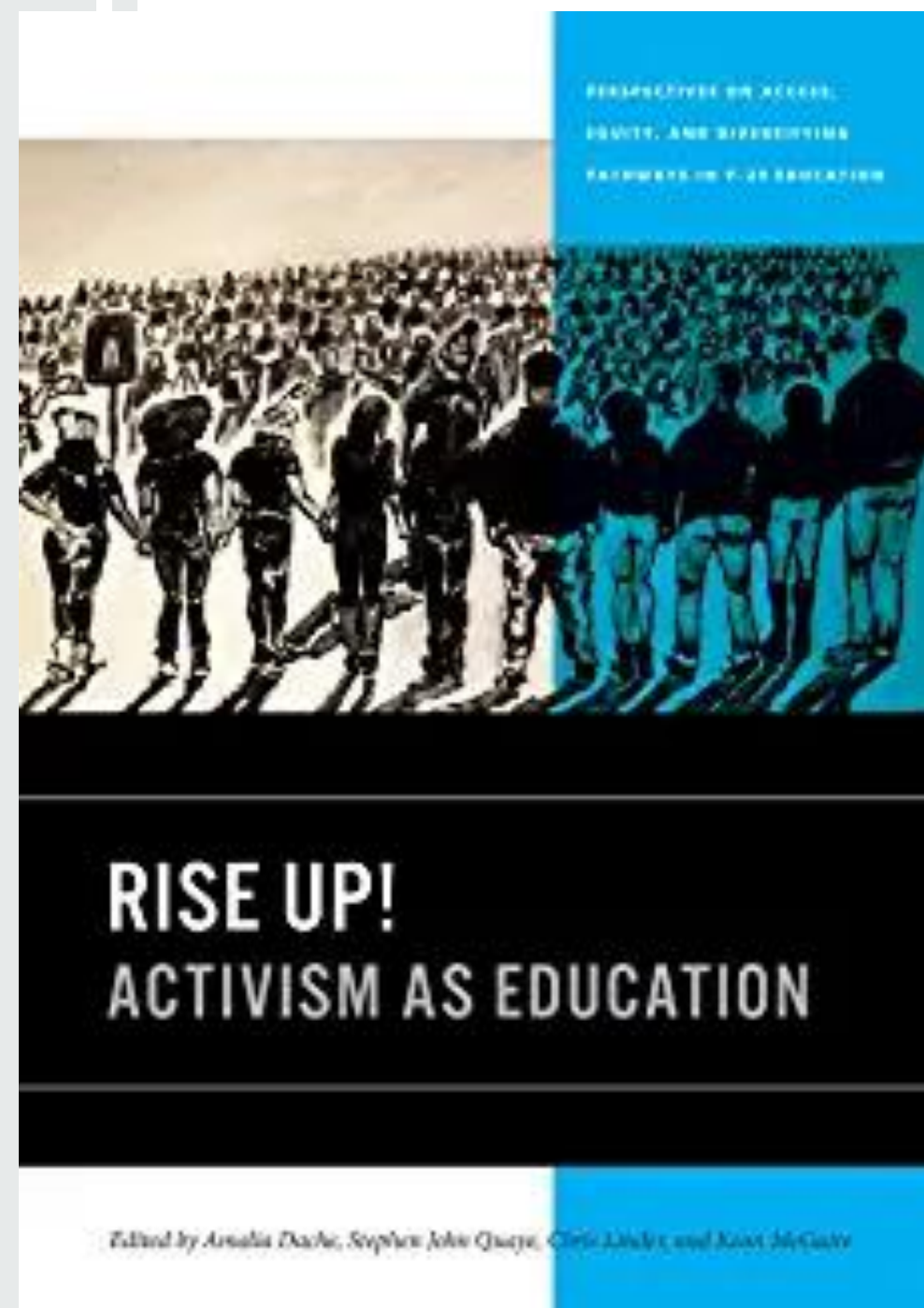
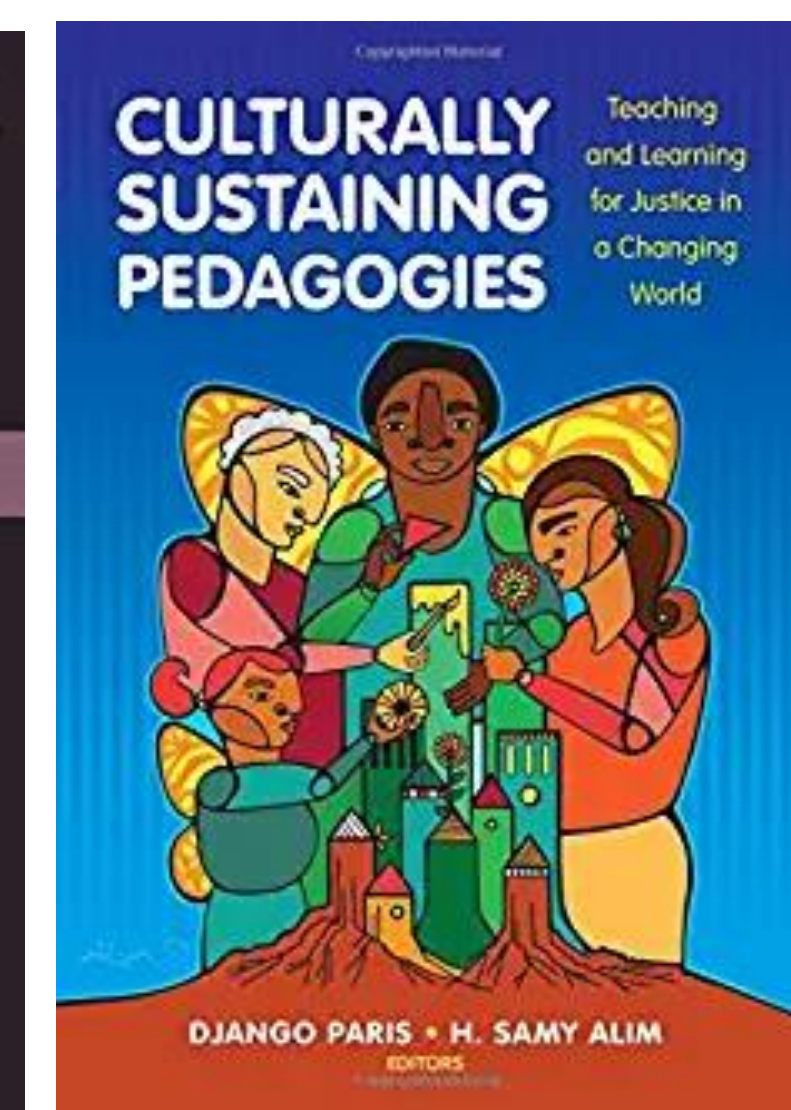
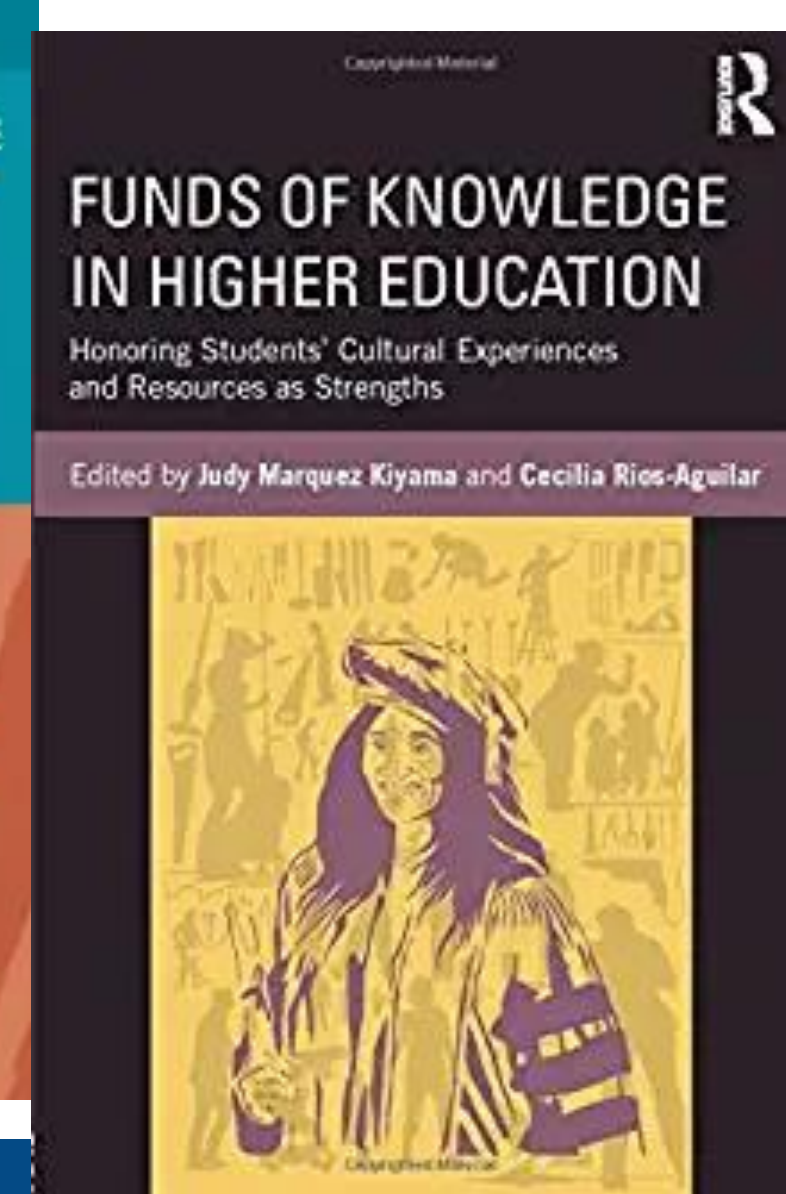
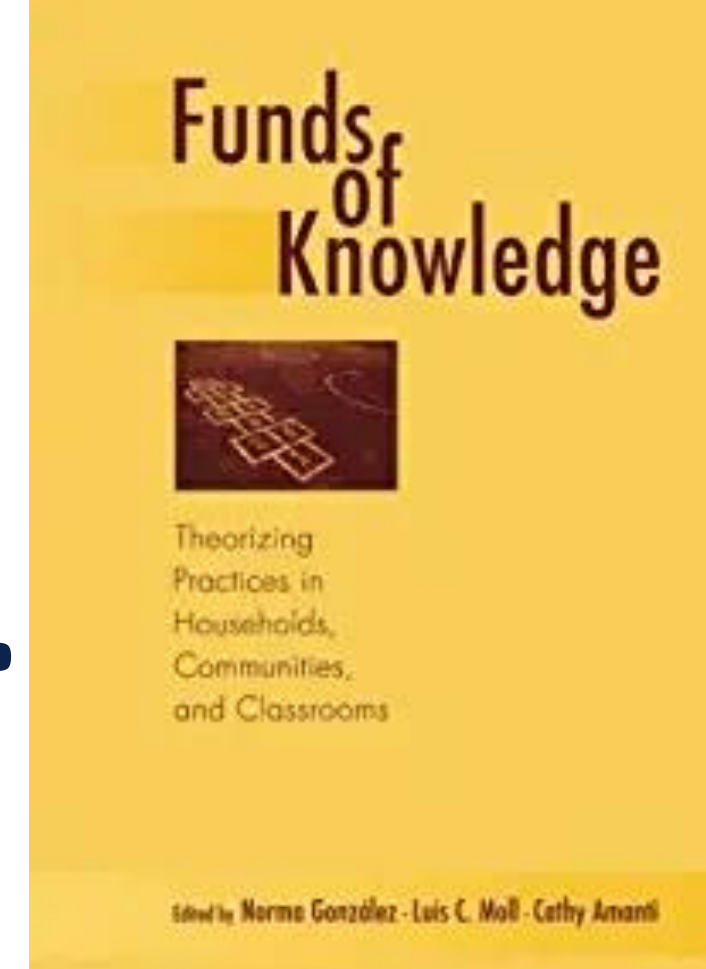
A Space of Reciprocity, Positionality, & Radical Honesty

Frameworks

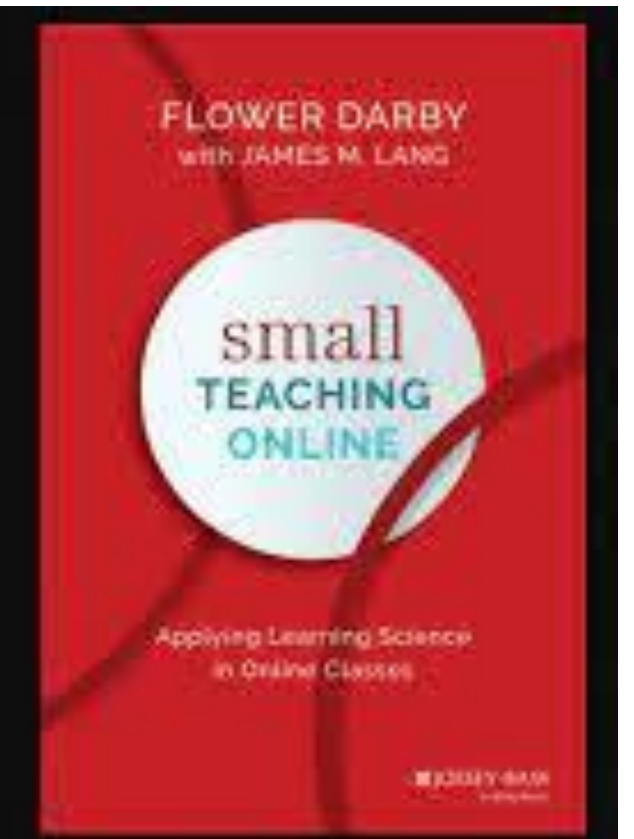
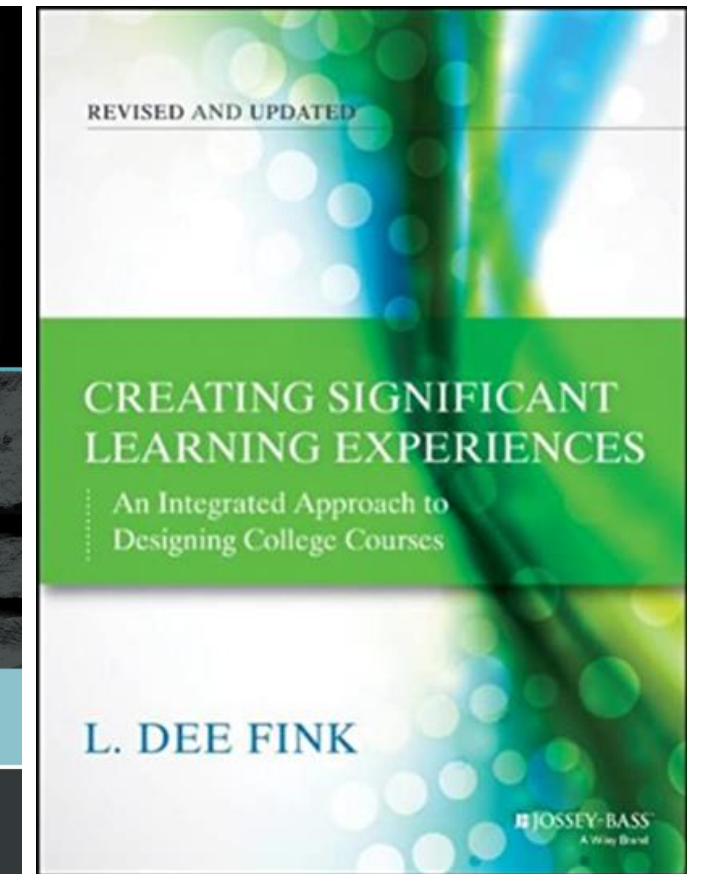
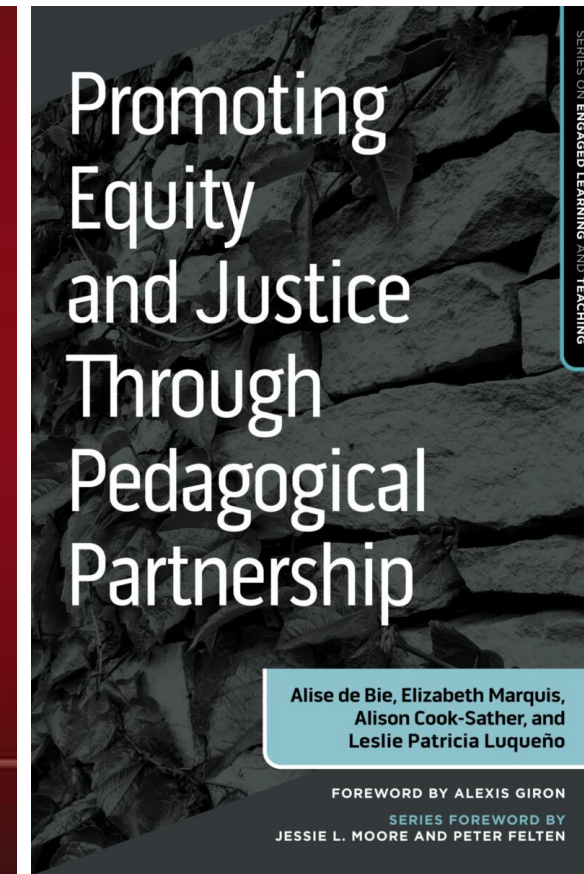
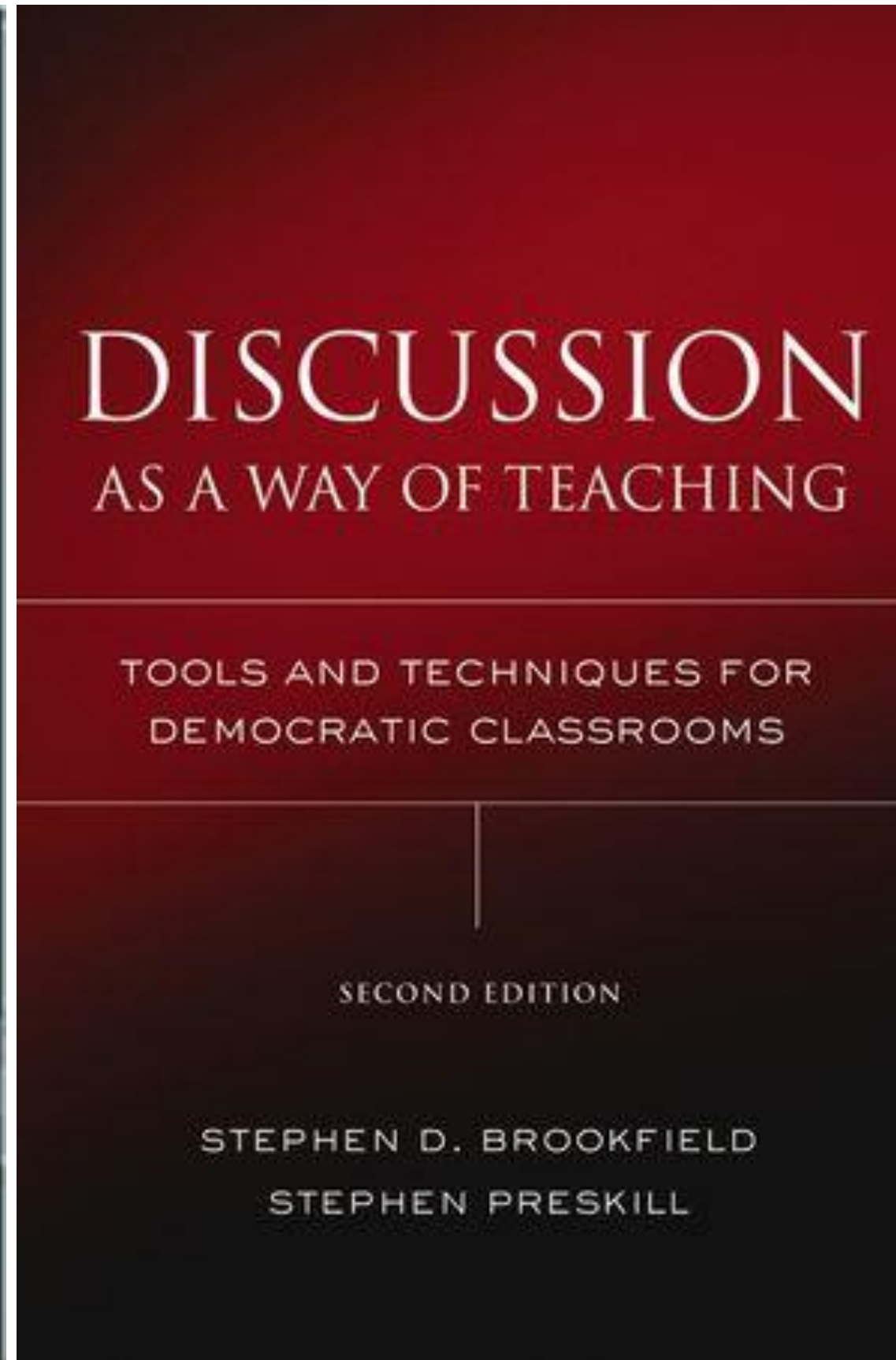
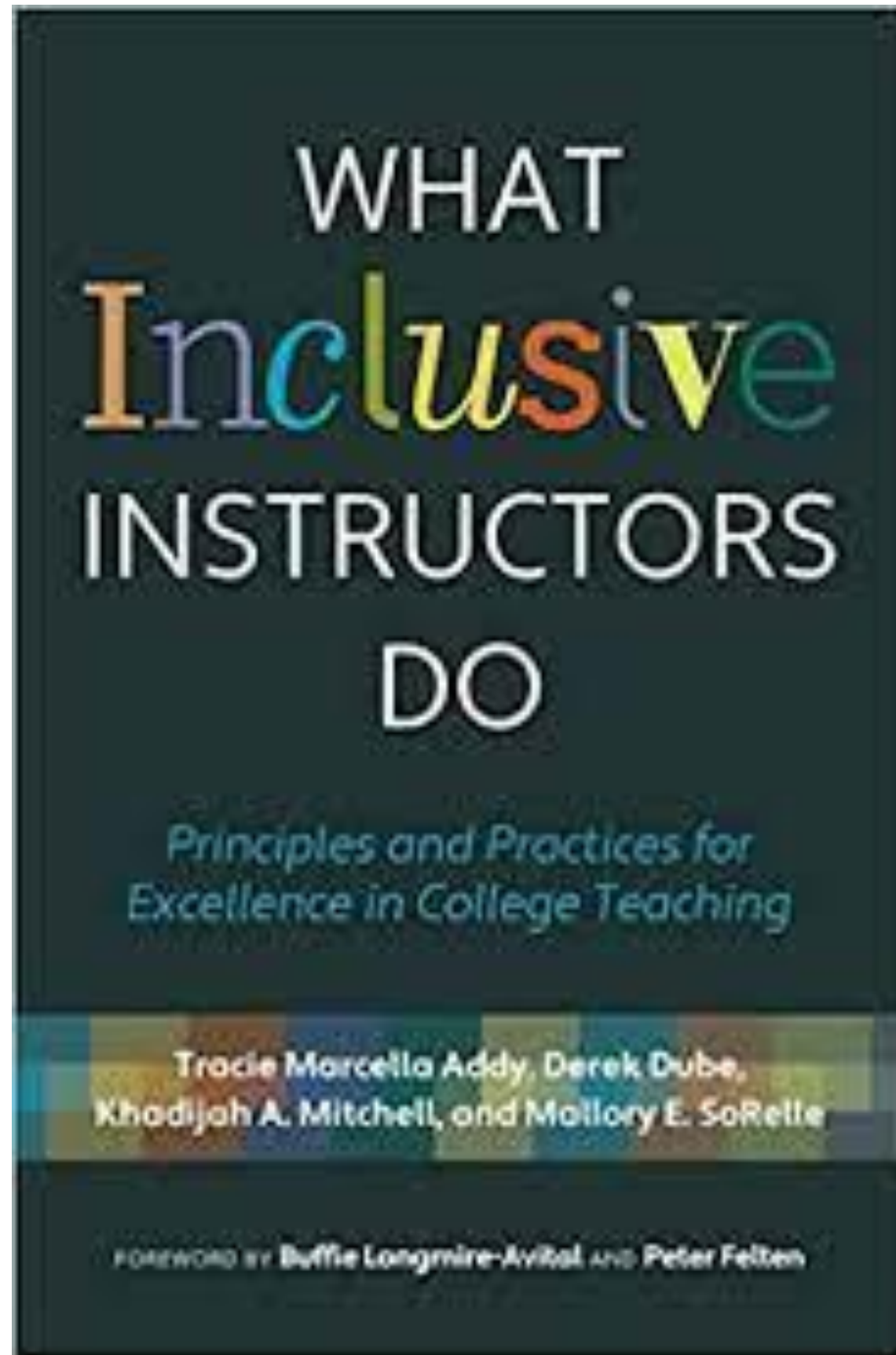
- **Funds of Knowledge** (Moll, Amanti, Neff, & Gonzalez, 1992).
- **Chicana Feminist Epistemologies & Transformative Pedagogies** (Deldago Bernal, Elenes, Godinez, & Villenas, 2006).
- **Cultural Responsiveness & Indigenous Knowledges** (Brayboy & Castagno, 2009; Brayboy & Maughan, 2009; Brayboy & McCarty, 2010)

Creating a reciprocal environment allows for spaces of self-reflection and awareness of one's racialized, gendered, and classed experiences and cultural knowledge, and the ways in which personal experiences and histories converge with academic theory and content.

A FEW OF MY FAVORITES...



Course Development Favorites



Culturally Responsive Curriculum Development Institute

22

Faculty
Participated

11

Colleges

2,278

Students
Served

22

Courses
Redesigned



The CRCDI is a week-long, summer immersion focused on coaching faculty and instructors towards implementation of culturally responsive practices and pedagogy into existing courses of all modalities, including distance and online learning environments.

Culturally Responsive Curriculum Development Institute

Important Dates

April 1, 2022 | Applications via Qualtrics due

April 4-25, 2022 | Selection of Participants

April 29, 2022 | Notification of Participants

June 13-17, 2022 | Institute Dates | 9am –
3:00pm daily

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<https://facultyaffairs.arizona.edu/culturally-responsive-curriculum-development-institute>

Resources



Lib Guide: **Inclusive, Culturally Relevant, and Culturally Competent Teaching**

<https://libguides.library.arizona.edu/c.php?g=944550&p=6808757>

UA Office of Instruction & Assessment: **Inclusive Teaching Tidbits Webinar Series**

<https://oia.arizona.edu/content/957>

University of Denver, Office of Teaching & Learning: **Inclusive Teaching Practices & Modules**

<https://inclusive-teaching.du.edu/modules>

S.D. Brookfield and the **Critical Incident Questionnaire**

<http://www.stephenbrookfield.com/critical-incident-questionnaire>

Programs & Consulting

Culturally Responsive Curriculum Development Institute

<https://facultyaffairs.arizona.edu/culturally-responsive-curriculum-development-institute>

Disability Resource Center: Consulting, webinars, presentations

<https://drc.arizona.edu/instructors>

Office of Instruction & Assessment: Consulting, webinars, mini-courses, courses

<https://oia.arizona.edu/content/8>

Mini-course “Intentional Learning Relationships”

Course IA 597d “Diversity, Equity, and Inclusion in College Teaching”

Office of Diversity & Inclusion: training requests

<https://diversity.arizona.edu/facultystaff-workshop-request>

Thank you!

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